

BETHUNE ELEMENTARY

302 Norwood Street East
Bethune, South Carolina 29009

GRADES K-5 Elementary School

ENROLLMENT 108 Students

PRINCIPAL Dr. Barbara Briggs 843-334-6278

SUPERINTENDENT Dr. Herbert M. Berg 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	56	31	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

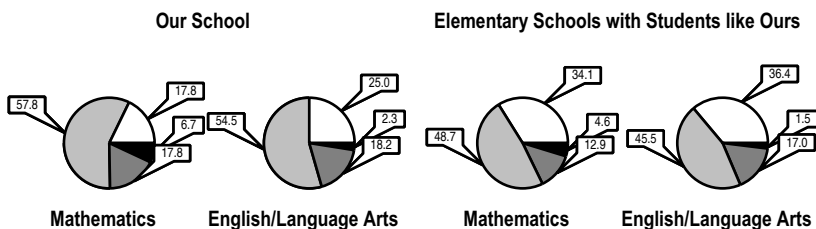
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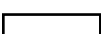
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	8	14	6
Percent satisfied with learning environment	85.7%	100.0%	I/S
Percent satisfied with social and physical environment	100.0%	92.9%	I/S
Percent satisfied with home-school relations	71.4%	92.9%	I/S

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	52	98.1	25.0	54.5	18.2	2.3	20.5	17.6
Gender								
Male	22	100.0	35.0	55.0	10.0	N/A	10.0	17.6
Female	30	96.7	16.7	54.2	25.0	4.2	29.2	17.6
Racial/Ethnic Group								
White	20	100.0	14.3	64.3	14.3	7.1	21.4	17.6
African-American	31	96.8	27.6	51.7	20.7	N/A	20.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	51	98.0	25.0	54.5	18.2	2.3	20.5	17.6
Disabled	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	52	98.1	25.0	54.5	18.2	2.3	20.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	52	98.1	25.0	54.5	18.2	2.3	20.5	17.6
Socio-Economic Status								
Subsidized meals	45	97.8	27.5	52.5	17.5	2.5	20.0	17.6
Full-pay meals	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	52	100.0	17.8	57.8	17.8	6.7	24.4	15.5
Gender								
Male	22	100.0	20.0	65.0	15.0	N/A	15.0	15.5
Female	30	100.0	16.0	52.0	20.0	12.0	32.0	15.5
Racial/Ethnic Group								
White	20	100.0	14.3	42.9	28.6	14.3	42.9	15.5
African-American	31	100.0	20.0	63.3	13.3	3.3	16.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	51	100.0	17.8	57.8	17.8	6.7	24.4	15.5
Disabled	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	52	100.0	17.8	57.8	17.8	6.7	24.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	52	100.0	17.8	57.8	17.8	6.7	24.4	15.5
Socio-Economic Status								
Subsidized meals	45	100.0	17.1	58.5	17.1	7.3	24.4	15.5
Full-pay meals	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	26	N/A	26.9	34.6	34.6	3.8	38.5
	Grade 4	13	N/A	N/A	76.9	23.1	N/A	23.1
	Grade 5	31	N/A	22.6	48.4	29.0	N/A	29.0
	Grade 6	14	N/A	7.1	42.9	50.0	N/A	50.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	15	100.0	8.3	58.3	25.0	8.3	33.3
	Grade 4	24	95.8	36.8	42.1	21.1	N/A	21.1
	Grade 5	13	100.0	23.1	69.2	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	26	N/A	19.2	38.5	34.6	7.7	42.3
	Grade 4	13	N/A	7.7	61.5	30.8	N/A	30.8
	Grade 5	31	N/A	25.8	48.4	16.1	9.7	25.8
	Grade 6	14	N/A	N/A	57.1	35.7	7.1	42.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	15	100.0	N/A	66.7	16.7	16.7	33.3
	Grade 4	24	100.0	20.0	50.0	25.0	5.0	30.0
	Grade 5	13	100.0	30.8	61.5	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 108)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.5%	2.4%
Attendance rate	95.2%	Down from 95.8%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.5%	Down from 9.7%	6.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	2.7%	Down from 6.2%	8.5%	8.0%
Older than usual for grade	N/A	N/A	2.7%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 6)				
Teachers with advanced degrees	33.3%	No change	46.5%	50.0%
Continuing contract teachers	83.3%	Down from 88.9%	81.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.4%	Down from 88.9%	82.5%	86.2%
Teacher attendance rate	93.6%	Up from 92.3%	94.3%	95.3%
Average teacher salary	\$39,199	Up 3.7%	\$39,095	\$39,909
Prof. development days/teacher	17.9 days	Up from 5.0 days	13.5 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	N/R	N/R	17.3 to 1	18.9 to 1
Prime instructional time	86.1%	Up from 85.4%	87.9%	89.7%
Dollars spent per pupil*	\$14,468	Up 106.7%	\$6,191	\$5,892
Percent spent on teacher salaries*	29.6%	Down from 55.5%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bethune Elementary experienced many successes throughout the 2002-2003 school year due to its commitment to hard work and support for students, parents, and a strong curriculum. Academics, technology, character development, and parent involvement/training continue to be our main areas of concentration as we educate our children.

Teachers and staff continued their education through coursework, conferences, and workshops. They also shared with other educators some of the programs at our school that have been successful with our students. Faculty and staff sought to improve their technological skills through extended training on and off campus. Students also met technological and academic goals set by our NCS Learn Lab committee.

Students at Bethune Elementary had many opportunities to expand their knowledge through interesting and exciting lessons using a variety of learning styles and materials. Field trips and "hands on" activities added to the experiences we offered our students. Extra help was available to those in need through tutoring during and after school. Reading Awards programs and Academic Assemblies recognized student achievement throughout the year. Character growth and development was encouraged and taught through service learning projects including Pennies for Patients, Clemson-Carolina Food Drive, Mathathon, books donated to the pediatric floor at the hospital, and honoring the police, rescue workers, firemen, and the people in our armed services.

Bethune Elementary offered parent workshops, appreciation days, and awards to show our dedication to a close working relationship with our parents and guardians. Volunteers aided teachers and staff in countless ways and were a valuable asset to our students as well. PTO/SIC was another way that school personnel connected with parents and raised funds to support and provide for our students. In addition to winning the Race to Read competition, Bethune Elementary was also recognized as a Palmetto Gold winner. The many programs that helped us educate and motivate our children have contributed greatly to our winning these awards. Our reading programs "Rock and Read," "Rich Readers' Bargain Bookstore," and "Reading Counts" continue to grow and are exciting to the children, as are the Discovery Lab, the NCS Learn Lab, and extracurricular opportunities through Student Council, Jr. Beta Club, and chorus. The efforts of those at Bethune Elementary this year were always focused on the growth and improvement of our students in knowledge, character, and imagination, because we believed, and still do, what our motto stated: "Learning Lights the Way."

Theodore Jackson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.